



## Cover Sheet for In-State Institutions

### New Program or Substantial Modification to Existing Program

Institution Submitting Proposal	
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***Each action below requires a separate proposal and cover sheet.***

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| <p>New Academic Program</p> <p>New Area of Concentration</p> <p>New Degree Level Approval</p> <p>New Stand-Alone Certificate</p> <p>Off Campus Program</p> | <p>Substantial Change to a Degree Program</p> <p>Substantial Change to an Area of Concentration</p> <p>Substantial Change to a Certificate Program</p> <p>Cooperative Degree Program</p> <p>Offer Program at Regional Higher Education Center</p> |
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Payment Submitted:	Yes No	Payment Type:	R*STARS # Check #	Payment Amount:	Date Submitted:
Department Proposing Program					
Degree Level and Degree Type					
Title of Proposed Program					
Total Number of Credits					
Suggested Codes			HEGIS:	CIP:	
Program Modality			On-campus	Distance Education (fully online)	Both
Program Resources			Using Existing Resources	Requiring New Resources	
Projected Implementation Date <small>(must be 60 days from proposal submission as per COMAR 13B.02.03.03)</small>			Fall	Spring	Summer Year:
Provide Link to Most Recent Academic Catalog			URL:		
Preferred Contact for this Proposal			Name:		
			Title:		
			Phone:		
			Email:		
President/Chief Executive			Type Name:		
			Signature:  Date:		
			Date of Approval/Endorsement by Governing Board:		

Revised 1/2021

# Substantial Modification to Existing Program

## Paramedic – Certificate

### **A. Centrality to Institutional Mission and Planning Priorities:**

1. Provide a description of the program, including each area of concentration (if applicable), and how it relates to the institution's approved mission.

Consistent with the mission of Anne Arundel Community College (AACC) to respond to the needs of our diverse community by offering high quality, affordable, accessible, and innovative lifelong learning opportunities, this proposal demonstrates the need for the major modification to the Paramedic Certificate program to start in fall 2023.

Paramedics are essential members of teams that provide life-saving prehospital medical care in local emergency medical services systems, industry, and/or healthcare settings. Paramedics provide medical and trauma care to a diverse population in all age groups ranging from the newly born to the elderly. Additionally, paramedics play a role in the public health system. Updated National Emergency Medical Services (EMS) education standards, published by the National Highway Transportation Safety Administration (NHTSA), and updated student minimum competencies, as required by the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP), were the primary impetus of this modification.

The paramedic program has dedicated lab and simulation space in the new Health and Life Sciences Building (HLSB), which was completed in the summer of 2021 and occupied in the fall of the same year. This state-of-the-art facility is an ideal setting to educate and train future emergency medical providers and help meet the state and regional need for more paramedics.

Employment data indicates that the projected growth in paramedic employment in Maryland (14%) is double the projected growth in the United States (7%) (O\*NET OnLine, 2023). Projected annual job openings for paramedics in Maryland from 2020-2030 is 510. In Maryland, paramedics earn an average of \$59,160 per year, compared to the national average of \$46,770 (O\*NET OnLine, 2023).

The paramedic program will be offered by AACC's Emergency Medical Services Department in the School of Health Sciences (SHS). The Director of EMS Education will oversee the program and the courses will be taught by both full-time and adjunct faculty and instructional staff within the SHS. The paramedic program is currently accredited by the CoAEMSP, which is under the umbrella of the Commission on Accreditation of Allied Health Education Programs (CAAHEP), and program graduates are eligible to sit for the National Registry of Emergency Medical Technicians (NREMT) certification exams.

2. **Explain how the proposed program supports the institution's strategic goals and provide evidence that affirms it is an institutional priority.**

AACC is committed to helping students achieve their educational goals, which is the theme of AACC's strategic plan. Every decision is grounded in how students can be helped to achieve academic excellence and remain engaged with their own goals. AACC has been committed to providing paramedic education since 1979 when the paramedic program's first iteration was introduced. AACC is committed to state-of-the-art education with the new HLSB, which provides dedicated space for the EMS programs and the opportunity to use the dedicated simulation center.

The college's strategic plan, *Engagement Matters II: Excellence through Innovation*, focuses on creating the ideal conditions to ensure that more students complete their educational goals, enter the workforce, and earn family-sustaining wages. The college is pursuing this plan while adhering to the mission's central tenet of committing to academic excellence, which is the fundamental foundation upon which the work and continued reputation as a college of distinction is built.

The strategic plan is deeply rooted in national research and best practices and reflects the student journey through the key milestones of engagement, entry, progress, and completion. This guided pathway approach aims to provide better structure through intentional programming and interventions that will help all students through each milestone.

The three Engagement Matters II goals are:

- **Engagement and Entry:** Increase engagement with students, employees, and community.
- **Progress and Growth:** Increase progress, growth, and connection of students and employees.
- **Retention and Completion:** Increase retention and completion of all students.

Upon successful completion of the paramedic program, national certification exams, and state licensure, graduates are able to begin careers as entry-level advanced life support providers in a variety of prehospital settings.

With respect to AACC's strategic plan, the paramedic program supports increased engagement with students, employees, and the community, in a variety of ways. One creative method to meet with prospective paramedic program students is to engage with current Emergency Medical Technician (EMT) students in a day of shared simulated patient experiences with paramedic students. This will also enable collaboration between EMT and paramedic faculty and instructional staff to drive innovation in teaching and curriculum. The paramedic program also utilizes feedback from employers to help drive innovation.

The college's second goal in the strategic plan, increasing progress, growth, and connection, is achieved by engaging the key relationships that exist between practicing paramedics and in-hospital nursing and allied health staff to include our community partners in enriching the paramedic program and fostering connections.

The college's third goal in the strategic plan is increasing retention and completion of students. The paramedic program will use academic coaching to help assess student needs and aid students according to their identified needs. The paramedic program will also utilize existing student advisement, and other resources, available at AACC to help achieve retention and completion of the program so that students can master their knowledge, skills, and abilities, graduate, and obtain licensure to practice paramedicine.

**3. Provide a brief narrative of how the proposed program will be adequately funded for at least the first five years of program implementation. (Additional related information is required in Section L)**

As documented in Section L, funds are allocated for a Director of EMS Education with benefits who is properly credentialed to provide program oversight and instruction, three full-time instructional staff (with benefits) and two full-time faculty (with benefits). In addition, adjuncts will be hired to assist in classroom, laboratory and clinical instruction and supervision. The medical director who supports the program as an adjunct allows for the program to operate under his medical license as part of the COMAR regulations. The medical director teaches in the didactic, clinical and laboratory spaces. Administrative support for the program is shared with the nursing department.

The program will be offered within the EMS laboratory spaces of SHS with the Director of EMS Education overseeing the curriculum and daily operations. The college is committed to maintaining accreditation through CoAEMSP and CAAHEP, including the costs and resources associated with this process. The paramedic program is budgeted through the SHS and will continue to use the existing adequate administrative, financial, and technical support provided by the college.

**4. Provide a description of the institution's commitment to:**

**a) Ongoing administrative, financial, and technical support of the proposed program**

This is an existing program at AACC since 1979. See A.3 above.

**b) Continuation of the program for a period of time sufficient to allow enrolled students to complete the program.**

This is an existing program at AACC since 1979. See A.3 above.

**B. Critical and Compelling Regional or Statewide Need as Identified in the State Plan:**

**1. Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following:**

**a) The need for the advancement and evolution of knowledge**

As previously stated, the EMS profession has a faster than average job outlook for Maryland when compared to the national average. Our community partners report a high percentage of paramedics (up to 500 between Anne Arundel Fire Department and Prince George's Fire/EMS) eligible for retirement in the next three to five years. According to BLS.gov, Maryland is one of the top paying states for the EMS occupations (Hawaii and Washington state are ranked higher). In addition, the Baltimore-Columbia-Towson area is in the top 10 of highest employment levels in this occupation. According to O\*NET, the projected growth of the paramedic profession in Maryland is 14% from 2020-2030, and 510 jobs are needed annually from 2020-2030 (2023). The data includes both EMTs and paramedics as a single category, and this is not reflective of the salaries paramedics in the region make annually.

This is an existing successful program seeking approval for its new programming. Maintaining the paramedic program at AACC allows students from Anne Arundel County and neighboring regions the opportunity to meet regional workforce demand. A recent employment search on Indeed.com reveals multiple agencies ranging from fire departments, private ambulance companies, and urgent care centers looking for paramedics and each are hiring multiple personnel. As the scope of practice increases and healthcare continues to evolve, the paramedic is in a unique position to reach into many aspects of patient care, not just emergency care. Salaries on Indeed.com range from 47,000 to 87,000.

**b) Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education.**

The need for access to care for patients is increasing, and paramedics are already in high demand with growing projected demand as jurisdictions and states continue to expand the role and scope of paramedic practice.

As an open access institution, approval of this major modification proposal will position AACC to draw on the existing diversity of its increasingly diverse student populations to recruit candidates with an aptitude to develop the requisite skills and cultural competencies for functioning effectively and appropriately in settings serving the community. As of fall 2022, over 43% of credit students identified as racial/ethnic minorities. While many in the county prosper, there is also an increasing income gap among residents, with 6.2% living below the poverty level (U.S. Census, Quick Facts

Anne Arundel County, July 2022). The percentage of overall students receiving Pell grants in fall 2022 was 21.8%.

Recognizing the need for EMS personnel in the county, the minimum amount of education needed to enter the EMT and paramedic fields is typically one semester for EMTs and 18 months for a paramedic after EMT or an associate degree. The reduced cost of career preparation at AACC allows AACC to be a viable option for diverse populations of students.

In addition, the admission process for the paramedic program helps students with learning disabilities by creating a fair opportunity for all applicants. Students with learning disabilities are permitted to have accommodations such as extended time for testing, as deemed necessary by the Disability Support Services at the college. The paramedic program has reduced the requirements for admission to certification as an EMT with affiliation, eligibility for ENG101 and an arithmetic placement test score. The other prerequisites for this program have been removed and incorporated into the certificate and degree programming to assist in eliminating bias toward an applicant due to gender, ethnicity, or socioeconomic background.

**c) The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs.**

Not applicable.

**2. Provide evidence that the perceived need is consistent with the Maryland State Plan for Postsecondary Education.**

The 2022 *Maryland State Plan for Higher Education* outlines three primary goals for the higher education community in Maryland. One of the goals is to ensure equitable access to affordable and high-quality postsecondary education for all Maryland residents. In addition, another goal is promoting and implementing practices and policies that will ensure student success. According to the Maryland Education Code Ann. § (10-204) public institutions of higher education are required to teach and train students for careers and provide public services for citizens of the State. The EMS programming for paramedics meets an existing need in healthcare in the county and State. It is designated a health manpower shortage program by MHEC.

Enhancing AACC's paramedic program supports regional and local healthcare industries and agencies by meeting the training needs for certified paramedics who can be licensed by the state of Maryland and credentialed by medical directors. The AACC paramedic program has a proven record of accomplishment of higher-than-average student success metrics, both nationally and in Maryland, as is evidenced by first-time test pass rates of the College's students (National Registry of Emergency Medical Technicians (<https://www.nremt.org/maps>)).

**C. Quantifiable and Reliable Evidence and Documentation of Market Supply and Demand in the Region and State:**

- 1. Describe potential industry or industries, employment opportunities, and expected level of entry (ex: mid-level management) for graduates of the proposed program.**

Graduates from the paramedic program are eligible to sit for the NREMT certification exams, then in turn earn State licensure as paramedics. Graduates will then be able to begin careers as entry-level advanced life support paramedic providers.

Job opportunities can be found in varied practice settings, for 911 jurisdictions and private ambulance companies. The paramedic job outlook in Maryland is robust and projected to increase 14% from 2020-2030, which translates to 510 projected annual job openings for paramedics.

- 2. Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program.**

According to 2021 U.S. Bureau of Labor statistics for paramedics:

- The average salary is \$59,160 in Maryland versus the national average of \$46,770
- The projected growth of 14% (2020-2030) in Maryland is twice as high as the national projection of 7% (2020-2030)

- 3. Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs and the anticipated number of vacancies expected over the next 5 years.**

As stated above, based on O\*NET, the projected growth of the paramedic profession in Maryland is 14% from 2020-2030, and 510 jobs are needed annually from 2020-2030.

- 4. Provide data showing the current and projected supply of prospective graduates.**

As of April 2023, there are 70 paramedic program students in three cohorts with completion dates of April 2023, August 2023, December 2023 (one cohort is splitting their capstone class), and April 2024. It is projected to start 24-30 new paramedic students in fall 2023. Local jurisdictional partners include the Annapolis Fire Department, Anne Arundel County Fire Department, and the Prince George's County Fire/EMS Department, all of whom consistently send their employees to AACC's paramedic program.

**D. Reasonableness of Program Duplication:**

- 1. Identify similar programs in the State and/or same geographical area. Discuss similarities and differences between the proposed program and others in the same degree to be awarded.**

AACC has been offering its paramedic program since 1979. Even combined, all of the paramedic programs in Maryland do not meet the demand for paramedics in the current statewide healthcare system. Discontinuation of any of the existing programs would be detrimental to the State.

There are 16 paramedic programs offered in the State of Maryland. Several of them are offered by jurisdictional fire departments and are not open to the general public. These are Frederick Fire and Rescue, Howard County Department of Fire and Rescue Services, and Montgomery County Fire and Rescue. The one four-year institution that offers a paramedic bachelor's degree is the University of Maryland Baltimore County. The remaining 11 programs are offered at community colleges around the State.

Listed below are the most recent pass rates for these community colleges from 2020, the most recently required CAAHEP accreditation standards to be published. As shown below, AACC has statistically high pass rates. In 2021, AACC's retention rate was 90.4% with a 97% first-time pass rate on the National Registry of EMTs written exam and a 100% pass rate by the third attempt. The College graduated 18 students. In 2022, AACC's retention rate was 94.6% with a first-time pass rate of 86% and 100% on the second time taking the written exam. The College graduated 35 students. In 2023, AACC anticipates graduating over 50 students.

According to the National Registry of EMTs website, the national first-time pass rate was 69% with an 86% third attempt pass rate in 2020. The State of Maryland's first-time pass rate was 75% with an 89% third attempt pass rate. AACC consistently exceeds these numbers.

College Name	Link to Outcomes	Retention Rate	Pass Rates – first time taking the written exam	Pass Rates – third time taking the written exam	Number of Graduates
AACC	<a href="https://www.aacc.edu/programs-and-courses/credit-and-degree-seekers/emergency-medicine/">https://www.aacc.edu/programs-and-courses/credit-and-degree-seekers/emergency-medicine/</a>	84%	95.5%	95.5%	22
Carroll Community College	<a href="https://www.carrollcc.edu/national-registry-paramedic-program-frequently-asked-questions/">https://www.carrollcc.edu/national-registry-paramedic-program-frequently-asked-questions/</a>	87.5%	Does not post	85.7	Does not post



College Name	Link to Outcomes	Retention Rate	Pass Rates – first time taking the written exam	Pass Rates – third time taking the written exam	Number of Graduates
Cecil Community College	<a href="https://www.cecil.edu/programs-courses/career-community-education/healthcare-careers/paramedic">https://www.cecil.edu/programs-courses/career-community-education/healthcare-careers/paramedic</a>	N/A	N/A	N/A	0
Chesapeake College	<a href="https://www.chesapeake.edu/allied-health/ems">https://www.chesapeake.edu/allied-health/ems</a>	71%	100%	100%	10
College of Southern Maryland	<a href="https://www.csmd.edu/programs-courses/credit/school-of-science-and-health/emergency-medical-services.html">https://www.csmd.edu/programs-courses/credit/school-of-science-and-health/emergency-medical-services.html</a>	91.7%	82%	Does not post	11
Community College of Baltimore County	<a href="https://www.ccbcmd.edu/Programs-and-Courses/Schools-and-Academic-Departments/School-of-Health-Professions/Emergency-Medical-Technology.aspx">https://www.ccbcmd.edu/Programs-and-Courses/Schools-and-Academic-Departments/School-of-Health-Professions/Emergency-Medical-Technology.aspx</a>	80%	83%	91.6%	12
Garrett College	<a href="https://www.garrettcollege.edu/paramedic-additional-info.php">https://www.garrettcollege.edu/paramedic-additional-info.php</a>	82	83%* This is listed for 2018-2020	Does not post	Does not post
Harford Community College	<a href="https://www.harford.edu/academics/workforce-career-programs/programs/paramedic.php">https://www.harford.edu/academics/workforce-career-programs/programs/paramedic.php</a>	54.5%	Does not post	83%	Does not post
Howard Community College	<a href="https://www.howardcc.edu/programs-courses/academics/academic-divisions/health-sciences/emergency-medical-services/2019-ems-outcomes.html">https://www.howardcc.edu/programs-courses/academics/academic-divisions/health-sciences/emergency-medical-services/2019-ems-outcomes.html</a>	N/A	N/A	N/A	N/A

College Name	Link to Outcomes	Retention Rate	Pass Rates – first time taking the written exam	Pass Rates – third time taking the written exam	Number of Graduates
Prince George's Community College	<a href="https://www.pgcc.edu/programs-courses/academic-divisions/health-wellness-and-hospitality-division/allied-health-department/paramedic-more-information/">https://www.pgcc.edu/programs-courses/academic-divisions/health-wellness-and-hospitality-division/allied-health-department/paramedic-more-information/</a>	90%	Does not post	100%	Does not post
Wor-Wic Community College	<a href="https://www.worwic.edu/Programs-Courses/Credit-Programs/Emergency-Medical-Services">https://www.worwic.edu/Programs-Courses/Credit-Programs/Emergency-Medical-Services</a>	71.4%	30%	Does not post	Does not post

Each of the paramedic programs at the community college level vary in the program pre-requisites. Some colleges require the pre-requisite of 8 credits of Anatomy and Physiology. AACC has found this to be a barrier to entry and thus, Anatomy and Physiology is incorporated into the paramedic program.

## 2. **Provide justification for the proposed program.**

As mentioned previously, AACC has offered its paramedic program since 1979. There continues to be unmet need for paramedics statewide. The AACC paramedic program will continue to help meet the workforce demands for paramedics in the region.

AACC is proposing this modification to meet new National Education Standards and skill requirements. There is also need for increased emphasis on provider wellness and more in-depth coverage of topics that support changes for what advanced life support providers are expected to do in the field. Requisite skills have been increased and this modified program allows for teaching these at an appropriate depth and breadth to assure competency in application for new EMS providers.

## E. **Relevance to High-demand Programs at Historically Black Institutions (HBIs)**

### 1. **Discuss the program's potential impact on the implementation or maintenance of high-demand programs at HBI's.**

Since this program is not intended for transfer, there is no foreseeable impact on

programs at HBIs.

**F. Relevance to the identity of Historically Black Institutions (HBIs)**

1. Discuss the program's potential impact on the uniqueness and institutional identities and missions of HBIs.

Since this program is not intended for transfer, there is no foreseeable impact on programs at HBIs.

**G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes (as outlined in COMAR 13B.02.03.10):**

1. **Describe how the proposed program was established, and also describe the faculty who will oversee the program.**

The new curriculum is designed to enhance current curriculum and to meet workforce needs of the paramedic of the future and to meet NHTSA's outlined new education standards for the EMS professional certifications as well as the CoAEMSP student minimum competencies. The changes in requirements for continuing education and the ability of students to attain National Registry of EMTs paramedic certification made this change timely and relevant. Paramedic practice is evolving, and the programming needs to be at the forefront. There is evidence of a workforce shortage in Anne Arundel County and surrounding jurisdictions as described throughout this document. The existing paramedic program is well attended and has continuing accreditation from CAAHEP.

This paramedic program will be offered by the EMS department in the SHS. The Director of EMS Education oversees the current program and teaches some of the paramedic programming. Full-time instruction is covered by highly qualified and credentialed individuals, including three instructional staff, two faculty, and adjunct instructors. The program shares an administrative coordinator with the nursing department. Finally, the medical director is a supervising certified emergency room physician who teaches in all program areas and provides medical oversight of the program.

The paramedic program has an advisory board made up of constituent groups including local fire/EMS agencies, hospitals, citizens, past and present students. The advisory board provides guidance and endorsement of program outcomes and requirements, including medical director recommendations and accreditation requirements.

2. **Describe educational objectives and learning outcomes appropriate to the rigor, breadth, and (modality) of the program.**

By the end of the curriculum sequence graduates will have completed the didactic, laboratory and clinical practice courses to enable them to meet the following outcomes:

<b>National EMS Standards Curriculum Domains</b>	<b>Learning Outcomes for the Paramedic A.A.S. Degree</b>
Preparatory Therapeutic Communication and Cultural Humility	Integrate knowledge of safety, EMS systems, and provider well-being to provide quality care within a legal framework of cultural humility, therapeutic communication, and medical ethics.
Medical Terminology	Integrate approved medical terminology and abbreviations into all communications with health professionals.
Public Health  EMS Operations  Psychosocial	Apply knowledge and principles of public health, epidemiology, health promotion, and illness/injury prevention while advocating for the psychosocial needs of the patient.
Pharmacology  Life Span	Integrate knowledge of pharmacology to formulate a treatment plan intended to mitigate emergencies and improve the overall health of patients of all age groups.
Anatomy and Physiology  Pathophysiology  Airway	Integrate assessment, anatomy, physiology, epidemiology, pathophysiology, psychosocial impact, presentations, and prognosis to develop and implement a treatment plan with the goal of assuring a patient's airway, adequate mechanical ventilation, and respiration for patients of all ages.
Assessment  Trauma  Medical  Special Patient Populations	<p>Integrate scene and patient assessment findings with knowledge of anatomy, physiology, epidemiology, pathophysiology, psychosocial impact, and presentations to form a field impression from their list of differential diagnoses.</p> <p>Utilize clinical reasoning to formulate field diagnoses to create an appropriate treatment/care plan for a diverse population using appropriate team dynamics and leadership for medical and trauma patients.</p>

### **3. Explain how the institution will:**

#### **a) Provide for assessment of student achievement of learning outcomes in the program.**

AACC is committed to ensuring that its students and graduates are among the best-prepared citizens and workers of the world by offering high quality, affordable, and accessible learning opportunities while also continuing the institution's excellence, accountability, and continuous learning. To this end, practices and procedures are established to ensure faculty, staff, and administrators systematically assess student learning outcomes at the course, program, and institution levels.

All AACC academic departments maintain assessment plans for their programs and

courses that outline learning outcomes, curriculum mapping, assessments, and data collection cycles. Assessments to measure student learning take many forms including exams, research papers and other written assignments, class discussions, performances, simulations, and lab exercises. These assessment items are mapped to course-level and program-level learning outcomes. Measures of student learning are aggregated to the appropriate level (course, program, institution) to provide the basis for faculty discussions on curriculum, pedagogy, and assessment. In addition to periodic program-level learning outcomes assessment, all credit degree and certificate programs are reviewed on a four-year cycle for evidence of program retention and completion, success in program foundational courses, enrollment, and assessment practices. Program review also includes a review of program outcomes.

As a program accredited by CAAHEP on recommendation from CoAEMSP, the paramedic program will be engaged in a robust assessment process to ensure accurate and ongoing assessment of all courses, goals, and program outcomes with a goal of continuous improvement.

To comply with CAAHEP accreditation standards, the paramedic program engages in ongoing assessment activities. The program has a specific assessment plan that ensures the program outcomes are achieved. These outcomes include critical thinking, problem solving, safe and legal practice, advocacy, teamwork within the health care community, and sensitivity to cultural and socioeconomic differences. Accreditation requires site visits and yearly reports to prove the program is meeting accreditation standards and interpretations.

The paramedic program ensures continual and formal evaluation of the program through the specific program-level assessment plan, course/faculty evaluations, compliance with the Learning Outcomes Assessment (LOA) plan at AACC, and programmatic surveys. These assessment plans describe the tools and assessment activities used to analyze the program's effectiveness in meeting its outcome measures and how the results are shared and disseminated.

Outcome data is analyzed annually, and the program director and faculty develop recommendations and action plans to help implement strategies aimed at continuous quality improvement in those areas where deemed necessary. Additionally, at the program's advisory board meeting, members are informed of program assessment results and analysis. Board members provide input and advice and recommend program modifications and changes based on the assessment results. In addition to the program-specific assessment process outlined in the CoAEMSP and CAAHEP standards for EMS, the program is responsible for complying with AACC's LOA program. By utilizing software as part of the college's LOA, the program lists its mission, vision, goals/objectives, and outcomes and includes measurable course-level outcomes for each technical course within the program of study.

The college software can generate reports that include a detailed curriculum map of the program's courses mapped to the achievement of the program's goals, an annual assessment plan to measure program outcome achievement, and a report indicating data analysis and measures. The program director and the Dean of SHS review the program-specific data submitted by the Academic Chair/Program Director and utilize the data for reports to the senior AACC administration as part of the comprehensive program review process and as a component of the college's LOA plan and compliance with accreditation.

**b) Document student achievement of learning outcomes in the program.**

Departmental learning and program outcome assessment plans are submitted to and approved by the Director of EMS Education and the program's medical director and endorsed by the paramedic program's advisory board as well as AACC's Director of Assessment and Instructional Innovation. The program conducts ongoing program and course-level assessment consistent with AACC's LOA plan.

In addition, annual accreditation reports and ongoing accreditation through CoAEMSP and CAAHEP provide documented evidence that the program and learning outcomes are achieved.

**4. Provide a list of courses with title, semester credit hours and course descriptions, along with a description of program requirements.**

**Program Requirements: 44 credits**

- EMS 101 – Introduction to Advanced EMS Practice (6 credit hours)
- EMS 111 – Paramedic 1 (7 credit hours)
- EMS 121 – Paramedic 2 (6 credit hours)
- EMS 131 – Paramedic 3 (7 credit hours)
- EMS 141 – Paramedic 4 (6 credit hours)
- EMS 251 – Paramedic 5 (5 credit hours)
- EMS 271 – Paramedic Capstone (7 credit hours)

**Course Listing and Course Descriptions**

**EMS 101 – Introduction to Advanced EMS Practice**

*6 credit hours - 60 hours of lecture; 60 hours of lab; one term.*

Integrate appropriate medical language, research, and knowledge of the Emergency Medical Services (EMS) systems with the safety and well-being of the paramedic. Synthesize medicolegal and ethical issues intended to improve the health of EMS personnel, patients, and their community. Integrate knowledge of anatomy and physiology with communication and basic life support skills into advanced practice

patient assessment. Practice select procedures on each other during college lab. Lab fee \$200.

*Prerequisite(s): Acceptance into the Paramedic program.*

### **EMS 111 – Paramedic 1**

*7 credit hours - 54 hours of lecture, 82 hours of laboratory, and 44 hours of clinical; one term.*

Analyze the duties and responsibilities of a paramedic in utilizing advanced life support concepts and practices of infection control, patient assessment, and pharmacological interventions. Explore and apply advanced medical management techniques for behavioral, toxicological, and substance abuse patients. Identify airway complications and demonstrate advanced airway management techniques. Practice select procedures on each other during college lab. Lab fee \$200. Clinical fee \$100.

*Prerequisite(s): EMS 101 with a grade of C or better.*

### **EMS 121 – Paramedic 2**

*6 credit hours - 42 hours of lecture, 87 hours of laboratory, and 34 hours of clinical; one term.*

Analyze the duties and responsibilities of a paramedic in utilizing advanced life support concepts and practices of infection control, patient assessment and pharmacological interventions. Explore and apply advanced medical management techniques for cardiac, respiratory, hematology, and trauma patients. Integrate skill acquisition into patient assessment and treatment/care plans for patients. Practice select procedures on each other during college lab. Lab fee \$200. Clinical fee \$100.

*Prerequisite(s): EMS 111 with a grade of C or better.*

### **EMS 131 – Paramedic 3**

*7 credit hours - 51 hours of lecture, 74 hours of laboratory and 68 hours of clinical; one term.*

Analyze the duties and responsibilities of a paramedic in utilizing advanced life support concepts and practices of infection control, patient assessment and pharmacological interventions. Explore and apply advanced medical management techniques for cardiac, eyes, ears, nose, and throat (EENT), environmental, neurological, immunological, trauma, and special challenges patients. Integrate skill acquisition into patient assessment and treatment/care plans for patients. Practice select procedures on each other during college lab. Lab fee \$200. Clinical fee \$150.

*Prerequisite(s): EMS 121 with a grade of C or better.*

### **EMS 141 – Paramedic 4**

*6 credit hours - 36 hours of lecture, 72 hours of laboratory, and 72 hours of clinical; one term.*

Analyze the duties and responsibilities of a paramedic in utilizing advanced life support concepts and practices of infection control, patient assessment and pharmacological interventions. Explore and apply advanced medical management techniques for

gastrointestinal, genitourinary, endocrine, gynecological, obstetrical, neonatal and trauma patients. Integrate skill acquisition into patient assessment and treatment/care plans for patients. Practice select procedures on each other during college lab. Lab fee \$200. Clinical fee \$150.

*Prerequisite(s): EMS 131 with a grade of C or better.*

### **EMS 251 – Paramedic 5**

*5 credit hours - 17 hours of lecture, 88 hours of laboratory, and 56 hours of clinical; one term.*

Synthesize advanced pathological concepts, principles, and skill proficiency in caring for patients in a pre-hospital environment. Utilize critical thinking skills through scenario-based assessment to formulate and institute a clear, concise treatment and disposition plan for various diseases and injuries. Integrate team leadership, crew resources management, culture of safety, patient advocacy and entry-level practice as a paramedic professional. Lab fee \$350. Clinical fee \$200.

*Prerequisite(s): EMS 141 with a grade of C or better.*

### **EMS 271 – Paramedic Capstone**

*7 credit hours - 10 hours of lecture, 58 hours of laboratory, and 264 hours of clinical; one term.*

Utilize critical thinking skills, comprehensive history, and physical assessment within their patient interactions to formulate and institute an appropriate field impression and treatment plan for various diseases and traumatic injuries within a diverse community. Identify factors affecting the health and health needs of a patient. Integrate team leadership, patient advocacy and entry-level practice as a paramedic professional. Demonstrate skill proficiency as an entry-level provider in scenario-based testing. Demonstrate effective communications in a manner that is culturally sensitive and intended to improve the patient's outcome. Practice selected procedures on each other during college lab. Lab fee \$300. Clinical fee \$350.

*Prerequisite(s): EMS 251 with a grade of C or better.*

## **5. Discuss how general education requirements will be met, if applicable.**

See G.4 above.

## **6. Identify and specialized accreditation or graduate certification requirements for this program and its students.**

The paramedic program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon the recommendation of the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP). The National Registry of Emergency Medical Technicians (NREMT) requires that candidates who wish to test for their national paramedic certification graduate from an accredited program. The Maryland Institute for Emergency Medical Services Systems



(MIEMSS) is the governing body for prehospital medicine in the State and requires State licensed paramedics to maintain their National Registry paramedic certification.

7. **If contracting with another institution or non-collegiate organization, provide a copy of the written contract.**

The AACC paramedic program provides clinical education in numerous hospitals, EMS agencies, and outpatient settings.

8. **Provide assurance and any appropriate evidence that the proposed program will provide students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and payment policies.**

AACC provides all students with clear, complete, and timely information on the curriculum, course, and degree and certificate requirements, nature of faculty/student interactions, assumptions about technology competence and skills, technical equipment requirements, the Canvas LMS, availability of academic support services and financial aid resources, and costs and payment policies.

AACC ensures accuracy of program presentation in advertising, recruiting and admissions materials by using procedural processes through a connected curriculum/catalog software system where content managers and the college catalog editor review and update in a collegial partnership with our Strategic Communications (marketing) department. The college catalog presents clear and accurate curricular information to include course and certificate requirements, available course formats regarding lecture, labs and clinicals, and information about technology assumptions, competencies, equipment requirements, program costs and financial aid, technical support and the LMS.

Each student also receives a course syllabus from their instructor that outlines the course content to be covered and the nature of faculty/student interactions as appropriate for that course and course format. For online courses or courses with an online component, students are made aware of assumptions of technology competence and skills, technical equipment requirements and the Canvas LMS. This information for each course may be provided via the course syllabus or directly by the instructor during the first few class sessions.

In addition, each potential paramedic program student will be required to attend an information session, either online or in person. Information sessions offer an introduction to all the various aspects of the paramedic program, curriculum, application and admissions procedures, academic requirements, and academic and campus life at

AACC.

Students have access to the complete range of services available at AACC in support of achieving their educational goals. The college website, catalog, and other materials outline the comprehensive services available to students: Academic Services, Student Records, Campus Amenities, Careers & Employment, Disability Support Services, Health & Personal Counseling Services, Student Achievement & Success, and Technology.

The majority of AACC credit students receive some form of financial aid, scholarships, or financial support. AACC's Financial Aid & Veterans Benefits office provides financial assistance to students and families, allowing them to participate fully in the total educational experience. More information on how to apply for scholarships and grants is found on the college website as is information on tuition, fees, and methods of payment.

All admissions and outreach materials are the same for all students and accurately represent programs and services available. Notice of nondiscrimination and information on Title IX, ADA and Title 504 contacts is provided.

9. **Provide assurance and any appropriate evidence that advertising, recruiting, and admissions materials will clearly and accurately represent the proposed program and the services available.**

AACC ensures accuracy of program presentation in advertising, recruiting, and admissions materials by using procedural processes through a connected curriculum/catalog software system where content managers and the college catalog editor review and update in a collegial partnership with Strategic Communications. AACC's homepage has links to six major headings, two of which directly apply to college majors and credit courses (earn a degree, certificate, or college credits, and earn college credits while in high school). The main page for each heading has relevant advertising, recruiting and admissions information. In addition, across the top of every page are direct links to Programs & Courses, Apply & Register, Costs & Paying for College, Resources for Students, Campus Life & Activities, and About Us.

#### **H. Adequacy of Articulation (as outlined in COMAR 13B.02.03.19)**

1. **If applicable, discuss how the program supports articulation with programs at partner institutions. Provide all relevant articulation agreements. More information on Articulation Agreements may be found [here](#).**

AACC's current paramedic program is approved by MHEC (Maryland Higher Education Commission). Once MHEC approves this major modification to the program, the existing articulation agreements with the University of Maryland Baltimore County and Towson University for bachelor's degrees will be revised and updated.

**I. Adequacy of Faculty Resources (as outlined in COMAR 13B.02.03.11)**

- 1. Provide a brief narrative demonstrating the quality of program faculty. Include a summary list of faculty with appointment type, terminal degree title and field, academic title/rank, status (full-time, part-time, adjunct) and the course(s) each faculty member will teach in the proposed program.**

The EMS Department is led by the Director of EMS Education, which is a full-time administrative position with faculty rank. All programming in the paramedic curricula is team-taught and driven by full-time faculty or instructional staff didactic, lab, or clinical coordinators and is supported by numerous adjunct faculty.

**Full-time administration, faculty, and instructional staff include:**

<b>Name</b>	<b>Degree Title and Field</b>	<b>Academic Title</b>
<b>Claudia “Tina” Clark, NRP (Nationally Registered Paramedic)</b>	M.A. – Public Health, Emergency Management, and Homeland Security	Director of EMS Education
<b>Jennifer Hughes, NRP</b>	M.A. – Psychology	Instructional Specialist (Lab Coordinator)
<b>Andrew Kim, NRP, NCEE</b>	B.S. – Public Health M.Ed. Candidate – Learning Design and Technologies	Instructor (Didactic Coordinator)
<b>Trisha Wanamaker, NRP</b>	B.A. – Special Education	Instructional Specialist
<b>Bridget Weiss, CRNP, FNP-BC, CNE, NRP</b>	M.S.N. – Nursing – Family Nurse Practitioner	Instructional Specialist (Clinical Coordinator)
<b>To Be Hired</b>	Vacant	Instructor (BLS Coordinator)

- 2. Demonstrate how the institution will provide ongoing pedagogy training for faculty in evidence-based best practices, including training in:**
- a) Pedagogy that meets the needs of the students**

AACC provides professional development for faculty in pedagogy that includes student-centered, content-focused, and evidence-based effective teaching practices that improve student learning. Competency-based faculty professional development learning opportunities occur in various formats including face-to-face workshops, online and hybrid courses, focused signature series programs, and department-specific mini-workshops. Internal teaching faculty and expert consultants facilitate these opportunities. A menu of focused faculty development programs aligned with the priorities of the Division of Learning is provided yearly. Faculty may select from these signature programs for their required professional development plans.

AACC faculty development is designed to deepen the understanding of concepts,

skills, and teaching strategies to provide substantial learning experiences for students. Faculty content experts engage in professional development opportunities focused on understanding and applying a learner-centered approach to college teaching linking theory to practice. Structures and strategies necessary for student learning of challenging content, critical thinking, and collaboration are taught to faculty utilizing adult learning theory and incorporating active learning. Faculty are provided with formal and informal opportunities to collaborate with colleagues and learn in job-embedded contexts for discipline- or course-specific content instruction. Faculty are supported in expanding their instructional practices through these formal professional development opportunities and through colleague-to-colleague professional development including learning structures such as mentoring, coaching, teaching squares, book studies, and colleague-to-colleague observation and feedback. In addition, supervisors provide regular and periodic opportunities for feedback and reflection.

**b) The learning management system**

All full-time and adjunct faculty teaching online or hybrid courses must complete Focus on Facilitation, which introduces Canvas, (AACC's Learning Management System), an understanding of teaching online, and best practices in course design, facilitation, and technology integration. Online Focus-Applied, which is currently integrated into a stimulus-funded project called Resiliency Awards, provides faculty an opportunity to build or improve an online or hybrid course utilizing best practices in course design and quality standards. Separate training is also available for faculty only using the LMS for teaching in a face-to-face mode. In all these trainings, instruction regarding online pedagogy is provided and modeled. An emphasis is placed on strategies that facilitate communication, develop higher order thinking and problem-solving skills, and engage learners in the online environment. Clear navigation, explicit instructions, accessibility, and format of appropriate assessments are presented and discussed. Lectures for all didactic courses are placed online through Canvas.

**c) Evidenced-based best practices for distance education if distance education is offered.**

This certificate program will incorporate lecture content in both face-to-face and online platforms. Faculty content developers will collaborate with instructional designers to develop online courses that adhere to institutional course design best practices as informed by the essential standards for course design. Training, presentations, demonstrations, and model courses are available to faculty regarding evidence-based best practices for distance education. In addition, all full-time and adjunct faculty who will be teaching hybrid or online sections must enroll in and pass Online Focus. Online Focus is a semester-length online course in effective online educational practices and best practices in course design offered by the college's

**J. Adequacy of Library Resources (as outlined in COMAR 13B.02.03.12)**

- 1. Describe the library resources available and/or the measures to be taken to ensure resources are adequate to support the proposed program.**

The college's Andrew G. Truxal Library has a collection of over 150,000 physical books, 114,000 electronic books, 15,000 online and print periodicals, and 21,000 audiovisual resources available online and in-house. The library provides access to more than 60 online databases, where most electronic resources can be found.

The library provides students and faculty access to computers and the internet for educational research and other academic purposes. All required and recommended textbooks used in the paramedic program curriculum are available in the library for student use. Additionally, the library carries the peer-reviewed journal of the paramedic profession. The textbooks are available in the reference section. Resources are periodically reviewed for currency of content and availability.

**K. Adequacy of Physical Facilities, Infrastructure, and Instructional Equipment (as outlined in COMAR 13B.02.03.13)**

- 1. Provide an assurance that physical facilities, infrastructure, and instruction equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and laboratories for studies in the technologies and sciences.**

This certificate program uses existing general education courses, faculty, and staff to establish sufficient resources for students. Dedicated lab space that is compliant with CoAEMSP standards is available on the first and second floors of the HLSB on the Arnold campus. HLSB also contains three computer labs, a Life Sciences Tutoring Lab, a Health Sciences Student Success Center, and multiple student study areas to promote student success and retention. Thus, current lab spaces, equipment, office spaces, and computer technologies are adequate to support the paramedic curriculum.

- 2. Provide assurance and any appropriate evidence that the institution will ensure students enrolled in and faculty teaching in distance education will have adequate access to:**

- a) An institutional electronic mailing system, and**

AACC provides all students with a student college email address. All faculty and staff at the college are provided with a college email address. Additionally, there is an email system within the Canvas LMS. Canvas is a robust and comprehensive LMS that features tools for group discussions, private messages between instructor-to-student and student-to-student communications, and course announcements.

b) **A learning management system that provides the necessary technological support for distance education**

AACC uses Canvas as its LMS, which students can explore and learn on their own, or follow guided virtual tours, or receive assistance from the college's Help Desk or instructors. The Help Desk (410-777-HELP) is available during the day, evenings, and weekends. Computer labs for student use are available in HLSB, in Truxal Library, and in many buildings on campus. Canvas provides all necessary technological support expected of an LMS that the paramedic curriculum requires. All courses have a Canvas course shell in which faculty are minimally required to post course syllabi and use the Canvas grade book. Canvas is home to the Faculty Resource Community which supports instructors using Canvas in teaching online and/or hybrid modalities, as well as Student Resources, which connects students to myriad links from Health Services to Tutoring to the Virtual Writing Center.

- L. **Adequacy of Financial Resources with Documentation (as outlined in COMAR 13B.02.03.14)** Complete [Table 1: Resources and Narrative Rationale](#). Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each resource category. If resources have been or will be reallocated to support the proposed program, briefly discuss the sources of those funds.

TABLE 1 – RESOURCES					
Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	\$1,471,895	\$1,523,199	\$1,576,234	\$1,631,056	\$1,687,729
2. Tuition/Fee Revenue (c + g below)	\$532,182	\$540,622	\$549,232	\$558,013	\$566,970
a. Number of F/T Students	48	48	48	48	48
b. Annual Tuition/Fee Rate	\$11,087	\$11,263	\$11,442	\$11,625	\$11,812
<b>c. Total F/T Revenue (a x b)</b>	<b>\$532,182</b>	<b>\$540,622</b>	<b>\$549,232</b>	<b>\$558,013</b>	<b>\$566,970</b>
d. Number of P/T Students	0	0	0	0	0
e. Credit Hour Rate	\$0	\$0	\$0	\$0	\$0
f. Annual Credit Hour Rate	0	0	0	0	0
<b>g. Total P/T Revenue (d x e x f)</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
3. Grants, Contracts & Other External Sources	\$0	\$0	\$0	\$0	\$0
4. Other Sources	\$0	\$0	\$0	\$0	\$0
<b>TOTAL (Add 1 – 4)</b>	<b>\$2,004,077</b>	<b>\$2,063,821</b>	<b>\$2,125,465</b>	<b>\$2,189,069</b>	<b>\$2,254,699</b>

### Financial Data – Resources

- 1. Reallocated Funds:** Existing resources will be reallocated to support this program

2. **Tuition and Fee Revenue:** The number of students is based on two cohorts of 24 each, less attrition. Includes tuition plus course specific lab and clinical fees, tuition is estimated to increase 2% per year

3. **Grants and Contracts:** None

4. **Other Sources:** None

5. **Total Year:** None

2. Complete [Table 2: Program Expenditures and Narrative Rationale](#). Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each expenditure category.

TABLE 2 – EXPENDITURES					
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b+c below)	\$1,548,142	\$1,595,515	\$1,644,356	\$1,694,710	\$1,746,626
a. # FTE	34.50	34.50	34.50	34.50	34.50
b. Total Salary	\$1,395,034	\$1,436,886	\$1,479,994	\$1,524,394	\$1,570,126
c. Total Benefits	\$153,108	\$158,629	\$164,362	\$170,316	\$176,500
2. Admin. Staff (b + c below)	\$167,020	\$172,576	\$178,326	\$184,277	\$190,437
a. # FTE	1.00	1.00	1.00	1.00	1.00
b. Total Salary	\$129,825	\$133,720	\$137,732	\$141,864	\$146,120
c. Total Benefits	\$37,195	\$38,856	\$40,594	\$42,413	\$44,317
3. Support Staff (b + c below)	\$204,870	\$211,685	\$218,738	\$226,037	\$233,592
a. # FTE	2.00	2.00	2.00	2.00	2.00
b. Total Salary	\$159,246	\$164,023	\$168,944	\$174,012	\$179,232
c. Total Benefits	\$45,624	\$47,662	\$49,794	\$52,025	\$54,360
4. Equipment	\$0	\$0	\$0	\$0	\$0
5. Library	\$0	\$0	\$0	\$0	\$0
6. New or Renovated Space	\$0	\$0	\$0	\$0	\$0
7. Other Expenses	\$84,045	\$84,045	\$84,045	\$84,045	\$84,045
<b>TOTAL (Add 1 – 7)</b>	<b>\$2,004,077</b>	<b>\$2,063,821</b>	<b>\$2,125,465</b>	<b>\$2,189,069</b>	<b>\$2,254,699</b>

#### Financial Data – Expenditures

1. **Faculty Funds:** Program to be supported by existing faculty resources

2. **Admin. Staff Funds:** Program to be supported by existing staff resources

3. **Supportive Staff Funds:** Program to be supported by existing staff resources

4. **Equipment:** Program to be supported with existing institutional resources.

5. **Library:** Program to be supported with existing institutional resources
6. **New or Renovated Spaces:** Program to be supported with existing institutional resources
7. **Other Expenses:** Program expenses for instructional and lab supplies, accreditation fees, equipment maintenance and office expenses

**M. Adequacy of Provisions for Evaluation of the Program (as outlined in COMAR 13B.02.03.15)**

1. **Discuss procedures for evaluating courses, faculty, and student learning outcomes.**

All courses and faculty at AACC are evaluated by students using online Student Opinion Forms (SOFs) at the conclusion of each course. These forms have standard Likert questions with opportunities for anecdotal feedback. Students are also given the opportunity to leave comments on some of the criteria and to render a summary judgment of the course and teaching faculty. All faculty are evaluated based on the college's evaluation form, which includes a review of SOF data. SOF data is also reviewed during the faculty promotion and tenure processes. In addition to soliciting student input for faculty and course evaluation, faculty colleagues and supervisor conducts classroom visitations and peer evaluations in the second and fifth year of employment and at consideration for promotion or tenure for full-time faculty. Adjunct faculty are evaluated by a peer or supervisor in the first year of employment and every three years thereafter and/or at the time of consideration of promotion. Adjunct evaluations include classroom observation, review of SOFs and review of course materials at a minimum. Student learning outcomes will be assessed by evaluating data collected via the Canvas data collection tool. Data will be collected from several assessment sources, including essays, exams, and quizzes. Faculty will compare global achievement levels with the current set of student learning outcomes to determine the utility and effectiveness of the learning outcomes. This procedure leaves open the possibility of future adjustment to ensure that these outcomes drive optimal classroom instruction and yield useful data.

2. **Explain how the institution will evaluate the proposed program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost effectiveness.**

The college has an established Office of LOA. The Director of Assessment and Instructional Innovation meets regularly with a faculty-run subcommittee on LOA (a subcommittee of the Teaching and Learning Committee). The mission of the LOA subcommittee is to guide and oversee program-level outcomes assessment throughout the college. The LOA Office provides tools to the college's various programs to assist in regular program assessment, including an Annual Program/Department Assessment Report and a Curriculum Mapping Template (to ensure alignment of course objectives and outcomes with department and/or program outcomes as well as college-level core



competencies). The paramedic program has established program outcomes that are assessed regularly as part of the LOA process. In addition, national exam pass rates are evaluated during this process.

Learning outcomes for each course are reviewed by the college's Educational Policies and Curriculum (EPC) committee at the time of course proposal submission. The EPC committee is designed to evaluate the addition of new programs and courses, the modification of programs and courses, and the deletion of existing programs and courses. EPC makes recommendations to the Academic Forum/Council of the college since it is charged with evaluating existing and proposed curricula and courses to ensure they support educational objectives and policies and comply with established requirements from accrediting and other approving agencies. The proposed paramedic program was reviewed and approved by EPC, the Academic Forum/Council, and the college's Board of Trustees.

The college conducts regular evaluations of degree and certificate programs with respect to enrollment, retention, curriculum relevancy, and outcomes assessment. All programs undergo a comprehensive review on a staggered four-year cycle, using a Comprehensive Program Review Template that contains program data scored on a rubric. The template includes metrics in program continuation and completion, course success, headcount, and program outcomes assessment. Also required is completion of a Program Review Narrative, which includes action items. The entire package is then reviewed in meetings that include the Program Chair/Director, Assistant Dean, Director of Assessment & Instructional Innovation, Dean of the school, Associate Vice President for Learning & Academic Affairs (AVPL), and the Provost/Vice President for Learning. The program review meeting is to share program successes and address program needs. To ensure progress is being made on action items, the Office of the AVPL requires the Deans to complete two-year interim reports. Program review meetings and discussions also include consideration of programs costs and return on investment to address cost effectiveness and the impact on student and community needs.

Student satisfaction with courses and instruction is assessed for each course and instructor each semester through the collection of feedback from SOFs (see additional information above in the response to section M1). Through SOFs, students can assess and comment on the course content, delivery, and instruction. This information is used for faculty evaluation and considerations for promotion and tenure.

Faculty satisfaction with course content and delivery is discussed through regularly scheduled meetings among department faculty who may discuss recommendations for changes to the curriculum or pedagogy as appropriate to align with increasing student success as revealed and discussed through the comprehensive program review process.

**N. Consistency with the State's Minority Student Achievement Goals (as outlined in COMAR 13B.02.03.05).**

**1. Discuss how the proposed program addresses minority student access & success, and the institution's cultural diversity goals and initiatives.**

Consistent with the mission and vision of AACC to respond to the needs of our diverse community by offering high quality, affordable, accessible, and innovative lifelong learning opportunities, the Paramedic certificate program is committed to offering comprehensive coursework that ensures the principles of diversity, equity, inclusion, and anti-racism (DEIA) are embedded throughout the curriculum. The program's initiators met with the college's EPC DEIA Resource Faculty consultants during the curriculum's development to discuss and implement key elements of DEIA in the program. The paramedic program ensures that the applicants have an equal and unbiased opportunity for admission. EMS clinicians provide a crucial link in the chain of survival for patients of all demographics suffering from medical and traumatic emergencies and work under a medical director's license through the application of nationally suggested guidelines and evidence-based medicine within statewide protocols.

There is a nationwide shortage of paramedics. It is essential to reach into the diversity of our communities to find more candidates. Nationally, according to the National Registry of EMTs ([www.nremt.org](http://www.nremt.org)), 75% of EMS professionals are male, 85% are of non-minority status and 45% have a college degree or higher. AACC's paramedic program has restructured entrance requirements to remove academic impediments that prevented some diverse candidates from entering the paramedic program. By adjusting the prerequisites for the program, we hope to increase opportunities for a more diverse student population. The program also recognizes it has a financial commitment to students and has ensured that the program is eligible for financial aid by meeting the guidelines of credit hours required.

Students in each of the paramedic program's courses demonstrate how to treat patients from diverse populations and are educated on various health issues related to race, gender, age, and class throughout the program. Each of the courses work on pre-hospital patient care and the transfer of patients from one facility to a higher acuity facility. By scaffolding skill acquisition and formative assessments into summative assessments, the students are expected to critically think about their patient's chief complaint, history, and results of patient assessment to develop, implement and adjust treatment plans for their patients that take DEIA factors into consideration.

Programmatically the student is challenged to explore the differences that come with the social determinants of health for themselves and their patients based on different ages, genders, races, religion, abilities, and socioeconomic standing. The students complete discussion boards, assignments, exams, and laboratory assessments on various aspects of DEIA. For example, the students read several articles on holistic/natural healing and the dangers of a single point of view. They are then asked to synergistically explore how this is applied in their lives and to their patients, departments, and companies. By doing so, the students are challenged to produce goals to make changes

in their unconscious bias. In laboratory (psychomotor) rotations, the students work cooperatively in teams to take care of their simulated patients; students can be both victim and clinician in given medical and trauma emergencies. This creates an atmosphere where active listening skills are used, and empathy is expected. The paramedic education program must address DEIA in dealing with identified special populations as well as use different manikins and situations to resemble the world the paramedics respond to daily. Each laboratory and clinical rotation is designed to empathetically take care of their patients regardless of where they fit in the DEIA spectrum and that the care is provided equitably and appropriately.

In addition, with the advancement in simulation and high-fidelity manikins, the paramedic program can focus on exposing students to a diverse range of patients and situations. High-fidelity simulations present complex and diverse patients in a controlled, safe environment. Through simulation, we can go beyond the classroom and traditional laboratory space to provide students with an immersive learning environment that discusses aspects of DEIA seen in healthcare.

Appreciating multiple and sometimes differing points of view on how paramedics care for patients is essential to EMS practice. These problem-based learning opportunities allow students to decide the best course of action for their patient and situation including their safety. Students utilize crew resource management, operational knowledge, and incident command principles to solve the problems together.

In addition, the students complete clinical rotations in the field (paramedic unit field rides), emergency departments, and a variety of other sites, which allows the students to experience a sampling of their future patients. During these rotations, students perform varied kinds of care ranging from pre-hospital emergency care to alcohol and drug rehabilitation group work. The programs utilize detailed rubrics in each clinical course to assure fairness and equity.

Students must meet national standards on knowledge, skills acquisition and application principles as well as show proficiency in treating certain chief complaints/conditions in patients of varying demographics in order to graduate. There are required age demographics for pediatric and geriatric age groups.

Overall, in the field of EMS, students and practicing clinicians never know where they will encounter patients or who their patients will be. EMS education must programmatically address and evaluate students utilizing a wide and diverse breadth and depth of patient presentations, scenarios, and experiences.

AACC recognizes it has a financial commitment to students and has ensured that the program is eligible for financial aid by meeting guidelines of credit hours required. In addition, lab fees were considered by researching existing program costs and expenses to ensure that fees were equitable for the students in a course that requires lab and

clinical practice.

**O. Relationship to Low Productivity Programs Identified by the Commission:**

- 1. If the proposed program is directly related to an identified low productivity program, discuss how the fiscal resources (including faculty, administration, library resources, and general operating expenses) may be redistributed to this program.**

Not applicable.

**P. Adequacy of Distance Education Programs (as outlined in COMAR 13B.02.03.22)**

- 1. Provide affirmation and any appropriate evidence that the institution is eligible to provide Distance Education.**

AACC has been approved to offer one or more degree or certificate/diploma programs for which students could meet 50% or more of their requirements by taking distance education courses by the Middle States Commission on Higher Education. AACC utilizes the Canvas LMS to provide online lectures, assessments, discussion boards and other online instructional support to students. In addition, the college has distance education classrooms equipped with cameras and audio to share lectures with students in offsite facilities.

- 2. Provide assurance and any appropriate evidence that the institution complies with the C-RAC guidelines, particularly as it relates to the proposed program.**

The Middle States Commission on Higher Education is the accrediting body for AACC. The College follows the appropriate guidelines and adheres to the national standards and integrity for its distance education programs.